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ABSTRACT

The intent of a project was to produce materials that teachers could use in the adult basic education classroom after receiving the training outlined in the staff development model. Materials from commercial publishers listed in the California Adult Student Assessment System (CASAS) curriculum and matrix were rated in terms of usefulness for career education for adults. It was discovered that there are virtually no materials addressing the important area of barriers; publishers are not rating reading materials in a uniform manner; there is a general lack of adult materials at the lowest reading levels; materials need to be updated with current topics; text format is often a problem, with text too dense, poor graphics, and type size that is difficult to read; assessment material is often not targeted to individual student needs; case studies often do not take into account adult life experiences; and materials to assist instructors in the integration of career education into a total curriculum are lacking. (The bulk of this document consists of publication reviews, each providing a bibliographic citation, reading level, annotation, learning format, type of activity, CASAS competency, and evaluative comments. Four reviews of vocational identity publications are provided. Under the occupational information classification, 8 reviews of career awareness publications, 15 reviews of job search publications, and 10 reviews of comprehensive career awareness and job search publications are included. A list of publications reviewed, with publishers' addresses, is provided, as well as a staff development proposal.) (CML)

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FINAL REPORT
CAREER DEVELOPMENT
for
UNDEREDUCATED ADULTS
in
ABE PROGRAMS
JUNE, 1989

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This project team is grateful for the assistance of Donna Lane and Sharlene Walker at the Oregon Office of Community Colleges for their extra time and guidance in producing this. We would like to thank Pat Rickard, Ardis Breslauer, and Jane Aquez of CASAS for their help. Also, we owe a big debt to our review panel of Mary Craven, Pat Krishnamurthy, Rita Collins, and for their valuable input. Sue Dodge helped with lots of editorial decisions.

In addition, we would like to acknowledge the many publishers who donated or loaned us material to preview, often on short notice. We are sure they will be very responsive to any who wish to preview the works cited here.

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INTRODUCTION

Adult low level readers are faced with many problems other than reading ability. They often lack basic life skill information in important areas such as health, consumer information, community resources, and occupational knowledge. In addition to teaching necessary literacy skills, it is important for the ABE teacher to act as a resource for students in developing these important life skills.

Unfortunately, the ABE teacher usually does not have the training or personal background to act as a resource in all these area. Often, the instructor is a part time teacher, who works in an isolated location and has only limited resource to help the many learners in the class. Students in the class are operating at many different skill levels and have a bewildering variety of needs beyond what most teachers consider to be their job description. As the teacher soon learns, personal problems and coping skills are the most frequent impediments to a students learning, not his or her ability to learn.

The typical ABE student has a limited awareness, in the area of occupational knowledge and career development. Students often have unrealistic job expectations, limited information on career choices and, most critical of all, no experience in gathering information. Even employed students usually have only the vaguest concepts about job retention, promotional ladders, and other basic job knowledge critical to their lives.

The "Career Development for Undereducated Adults" material will help you, the ABE teacher, to understand how to help students learn this vital lite skill information. It will guide you through the whole process: screening and assessment, scope and sequence, and the materials recommended to cover each skill.

You will get an overview of the entire curriculum, including how it is linked to the Comprehensive Adult Student Assessment System (CASAS)-both in terms of the competencies addressed and in terms of student performance objectives.

However, the "Career Development" package is not intended to be entirely self-sufficient. Although we feel that you can immediately begin using it, once you acquire the necessary recommended material, we also feel that some staff development and training will enhance your ability to make the best use of the project. Our goal is to ensure that you fully understand the material so that you can make the best use of it for the benefit of you students.

METHODOLOGY

The original purpose of this project, produced under a 353 Adult Basic Education grant, was to write objectives, evaluate materials, set up a scope and sequence, provide an annotated bibliography and recommend a staff development model for Career Education in Adult Basic Education. The intention was to produce material for the ABE classroom that teachers could use after receiving the training outlined in the staff development model.

However, rather than write objectives, the team reviewed the material and objectives of the CASAS program under the heading of Occupational Knowledge. With modification indicated in our CASAS objective list, we decided it was simplest to just use the CASAS objectives already developed rather than create a whole new list.

With certain exceptions, we then requested material from the publishers listed in the CASAS Curriculum and Matrix along with materials from other publishers not listed in CASAS. We then developed a format for rating material and recommending it to teachers. We think the ratings and comments explained in the "How the Entries are Organized" section reflects a format that teachers will find very useful.

We also tried to limit the number of selections in each area to just a few, and to make the comments reflective of the ABE part-time open classroom/tutorial so common to the field. After much consideration, we chose a simple easy to use assessment called "My Vocational Situation" to help students and teachers of Vocational Interest and Occupational Knowledge, which we further divided into Career Awareness and Job Search. Though very broad, we feel these categories cover the major area of concern to the typical ABE student.

In selecting material, we also tried to limit ourselves to Levels A and B of the CASAS system, which covers beginning to about sixth grade reading levels, as we feel these are the students most in need of this information and in need of help in getting career information. In some cases, though, higher level material is included when it is especially valuable as a resource.

We hope that this material will prove immediately useful to the student and teacher. However, our staff development model included indicates that we recognize that the average teacher will need training before he or she feels fully comfortable in using this model and the materials suggested.

ABOUT CASAS

CASAS stands for Comprehensive Adult Student Assessment System and is an outgrowth of the demand for competency based education (CBE). CASAS is a consortium of agencies such as school districts, community colleges, and others who contribute to the development and education of adults. Although based in California, it is now networking with other states as the push towards CBE and accountability is felt in other areas.

Those familiar with the Adult Performance Levels (APL) and functional literacy will recognize much of what the CASAS project has produced. Currently, CASAS has identified seven competency areas:

0. Aural Assessment
1. Consumer Economics
2. Community Resources
3. Health
4. Occupational Knowledge
5. Government and Law
6. Computation
7. (To be developed)
8. Domestic Skills

Under each area, competencies are developed and identified by consortium members and then tested for validity. Theoretically, individual competencies can be added or deleted to meet the needs of individual situations. Assessment instruments are developed to measure pre-and post-instructional levels for individual students. These competencies are assessed at three levels, A, B, and C, corresponding to beginning, intermediate, and advanced reading levels; although competency based, they are not directly translated into reading levels. Each level, in addition to the pre- and post-assessment, has several forms to measure student progress.

CASAS is not a curriculum, but a general assessment of adult performance relative to the competency areas listed above. It does, however, provide a curriculum index and matrix, and some very useful teacher resource material. This project recommends that you or your school become familiar with CASAS.

We have identified those CASAS objectives which correspond to our project. We have also listed those appropriate CASAS materials related to Occupational Knowledge in a page at the end of this project. However, the "Careen Development for Undereducated Adults" does not depend on CASAS material for successful use.

CASAS Competencies Addressed

(Copyright: Comprehensive Adult Student Assessment System and the San Diego Community College Foundation, Inc., 1988)

Not all competencies covered by CASAS under Occupational Knowledge are covered by the "Career Development for Undereducated Adults," so numbers are not necessarily consecutive. For the full list, contact CASAS.

OCCUPATIONAL KNOWLEDGE - The student will:

4.1. Understand basic principles of getting a job.
- 4.1.1 Interpret governmental forms related to seeking work, such as applications for social security
- 4.1.2 Interpret job applications, resumes, and letters of application
- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions and job ads
- 4.1.4 Identify and use information about training opportunities
- 4.1.5 Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews
- 4.1.6 Interpret general work related vocabulary (e.g., experience, swing shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify appropriate skills and education for getting a job in various occupational areas
- 4.1.9 Identify procedures for career planning including self-assessment

4.2. Understanding wages, benefits, and concepts of employee organizations.
- 4.2.3 Identify safe work procedures including wearing safe work attire

4.4. Understand materials and concepts related to job training, employment, keeping a job and getting a promotion.
- 4.4.1 Identify appropriate behavior, attitudes, and social interactions for keeping a job and getting a promotion
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.4.5 Interpret tasks related to clarifying, giving or providing feedback to instructions, and reacting to criticism

Scope and Sequence

The nature of Adult Basic Education demands that an effective curriculum and its supporting materials be sufficiently flexible to accommodate wide ranging needs in both individualized and group formats. Also important is that the curriculum be logical and easily applicable, and that needed materials be readily available. The Career Development Curriculum (CDC) described in this scope and sequence is intended to meet these needs.

A brief overview of the entire scope and sequence will be presented, followed by a more detailed description of the three main sections of the curriculum, including a listing of specific instructional materials currently available.

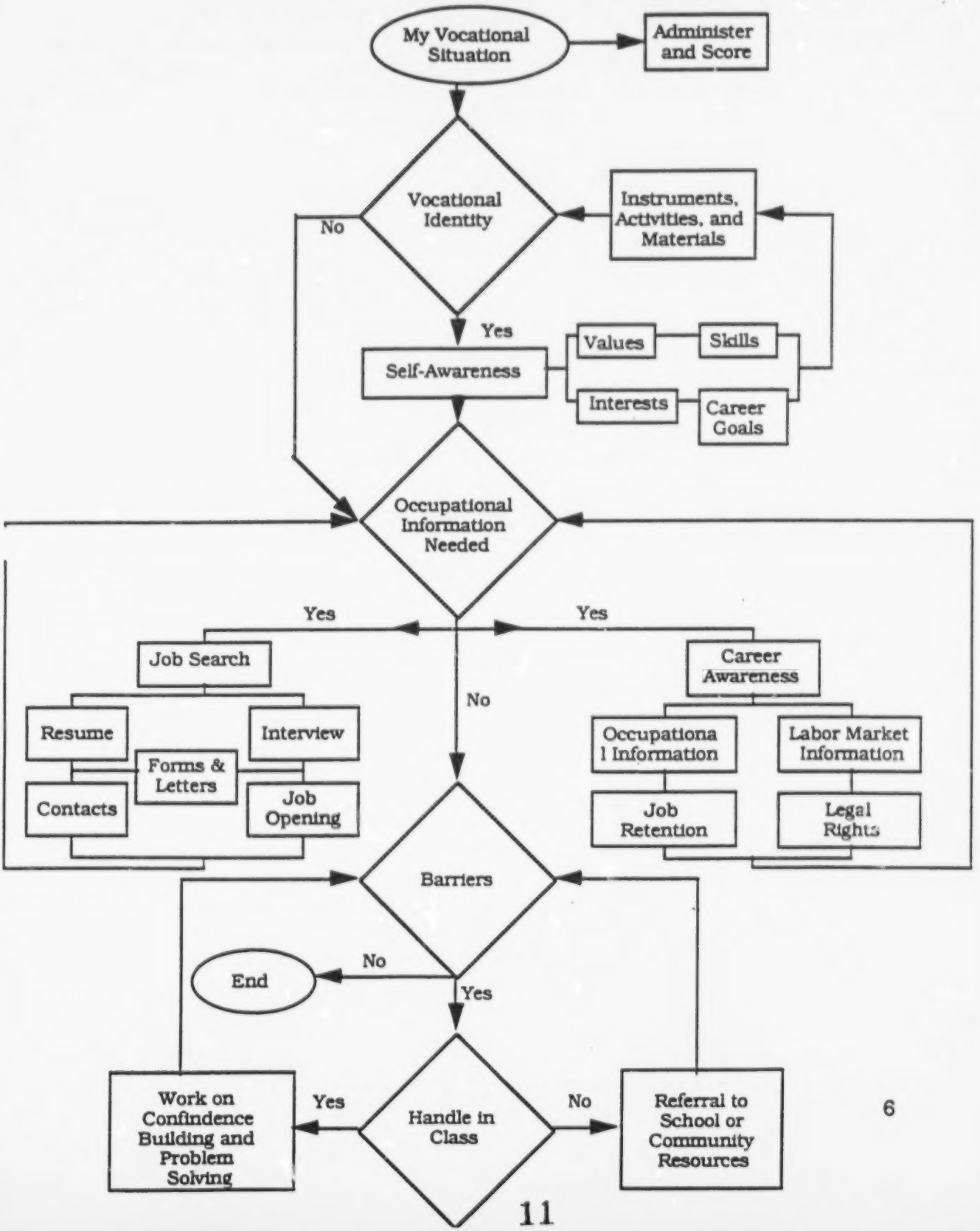
Overview

The CDC provides a process for assessing the career development needs of individual students, and uses that assessment to determine at what point in the curriculum they should begin, and recommends sets of instructional materials for helping students address those needs. A graphic representation of the CDC is provided in Figure 1. Beginning with an intake assessment process, the design of the curriculum uses three major decision points to help direct the student's progress. Regardless of the point at which a student enters the curriculum, successful completion should result in the student being in a position to enter, re-enter, or advance in the labor market. In some cases, further education, training, or other kinds of intervention will be indicated at completion of the curriculum process.

As shown in Figure 1, the entry point for most students in the CDC is through the administration of My Vocational Situation, a short, self-administered diagnostic instrument developed by John Holland, Denise Daiger, and Paul Power. The purpose of the instrument is to help to determine where in the career development/vocational decision-making process an individual student is most likely to experience difficulty.

Most students will require only about ten minutes to complete the instrument themselves. The instrument also can be used by the instructor's reading each item and recording the student's responses. Scoring of the instrument by the instructor is even faster, taking only about ten seconds, and does not require a template.

FIGURE 1
Career Development Curriculum for Undereducated Adults



Depending on the scores obtained, the instructor can infer that the student may need assistance in one or more of three aspects of career development; however, it is prudent to use the scores to help direct a dialogue with the student to both validate and elaborate on the areas of need indicated by the scores. As can be seen in Figure 1, the three categories assessed by My Vocational Situation also form the central organizational structure of the CDC. The three categories: Vocational Identity, Occupational Information, and Barriers are defined in the following sections and their relationship to the CDC described. The CDC, however, is designed to meet the needs of individual students. Consequently, each of these three curriculum areas begin with a decision, based on the scores obtained, leading to a pursuit of activities in that area or to consideration of student needs in the next area.

Vocational Identity

A student possessing a strong vocational identity has good self-awareness of vocational goals, abilities, interests, and experience, as well as personal values, likes, and dislikes. Consequently a strong vocational identity should indicate that a student is not experiencing a great deal of difficulty deciding on a vocational direction. Decisions made in such a context are most likely to result in career success and satisfaction. If strong Vocational Identity is indicated, the instructor may move on to consider the Occupational Information score. If the Vocational Identity score suggests it is an area of need, however, the student will be directed into the CDC at this point.

Students with a low Vocational Identity score need help in becoming more self-ware of their values, skills, and interests as part of a process of identifying career goals. This is a process in which some students will be willing and able to engage in more easily than others. It is critical, however, that students clarify these issues for themselves in order to reach the best possible career decisions for each individual. If such clarification is not achieved, a good deal of time and effort (both student's and teacher's) is at risk of being misdirected.

Developing self-awareness is the most subjective area of the CDC, although some standardized instruments and other materials are available to help in the effort. Teachers advised not to rely solely on instruments, but use them in combination with an on-going dialogue in which the teacher endeavors to help the student enhance self-awareness. When the student is able to establish a relatively clear career direction and vocational focus, the need for Occupational Information should be considered. The scores from My Vocational Situation need to be consulted, but the self-awareness process just completed may have altered the nature of need and, in any case, will add valuable insights to the type and extent of Occupational Information required.

Occupational Information

The need for Occupational Information is the second category assessed by My Vocational Situation. Occupational Information is indicated, if at all, only after a career direction has at least been tentatively identified for continued exploration. As Occupational Information is divided into the related, but different, considerations of Job Search and Career Awareness, it becomes the next major section of the CDC.

The teacher must work with the student to determine the nature of Occupational Information required. As student with a strong vocational identity, but recently laid off from a vocation he wishes to continue, may only need Job Search assistance. A second student may possess needed Job Search information and skills, but a desire to change career direction leads him to seeking more information regarding the entry requirement and opportunities in the new area. While My Vocational Situation will provide clues to the nature of the need (which may be both areas), the teacher needs to find ways to gain a more specific sense of what the individual requires so as to know what kind of assistance to provide.

If the indication is that Job Search information and skills are required, the student is directed into the Job Search portion of the curriculum in Figure 1. Teacher assistance is needed at this point to help the student assess which specific curriculum components are needed. The materials are recommended to assist the student in acquiring needed preparation to secure a position for which he or she is qualified. The materials address:

* preparing and using resumes
* writing letters and completing application forms
* preparing for the performing in interviews
* identifying job openings
* developing and using a network of personal contacts to assist in the job search process.

If the Career Awareness area is shown to be a need, the student is directed into that portion of the CDC curriculum. Once again, the teacher should work with the student to determine what elements of Career Awareness are required and tailor the Career Awareness curriculum accordingly. The information available related to occupational information, that is, information about the training required, job duties, pay, etc. of specific jobs may be provided by the teacher, but often the student is better served by a referral; perhaps to a community college career placement office. A similar situation exists with regard to labor market information, a large body of information dealing with employment trends and opportunities within different industries. These areas are more a matter of obtaining good information and are more amenable to

discussion with professionals expert in that information, than to classroom instruction. A student's legal rights in the work place, however, can likely be addressed in class. The issues related to being successful as a worker are somewhat generic, addressed by available instructional materials, and appropriate for classroom instruction.

Barriers

Regardless of how well the student has progressed to this point, perceived barriers, if any, to accomplishing career goals must be recognized and resolved if those goals are to be achieved. My Vocational Situation asks students to identify barriers they perceive, but these should be followed up by the teacher in order elaborate on exactly what is meant, the particulars of the situation, and whether the barriers is external ("I don't have enough money to pay for the required training,") or internal ("I'm too old to learn a new skill.") An external barrier results from environmental circumstances, but imposes real restrictions. An example of an external barrier is an immediate access to transportation needed to obtain work or to travel to and from work. More common, however, are internal barriers. These are barriers, to a great extent, only because they are perceived as such. A person who believes he or she is not "smart enough" to master the knowledge and skills required for a particular job, or who is sure they will "freeze" up in a job interview has placed a self-imposed barrier in the path of career development.

More than with other aspects of the CDC, student-identified-barriers are unique and idiosyncratic. Consequently, the teacher must help students develop individual solutions to barriers. In some cases, such as financial assistance, referrals to sources outside the class will be necessary. Other times, as indicated in Figure 1, the barriers can be worked on as part of the CDC. The teacher,m for example, may help the student develop a "contract" for raking action to remove a barrier. In other instances, group work designed to bolster confidence and self-esteem, common barriers to career development, may be appropriate. In both instances, but particularly in the case of internal barriers, the teacher needs to help the student development a plan of action for taking positive steps to cope with the barrier. The referral or contract is suggested because each person must be dealt with as an individual case. Attending to barriers is vital, for no matter how successful other aspects of the CDC may be, unless barriers to success are overcome the goals of the students will not be achieved.

The CDC, as represented in Figure 1, provides the teacher with a logical and sequential approach to identifying the career development needs of students, channeling them into the kinds of learning activities which will help them, and identifying materials available to accomplish their goals. While the CDC is clearly sequential, it is not meant to be linear in a simplistic sense. As students learn more in one area, they may discover a need to backtrack to learn more in a different area. As with most aspects of Adult Basic Education, teachers must be willing to accommodate the needs of

individuals and willing to adjust the curriculum according to their own judgement of what is best in any given instance.

HOW THE ENTRIES ARE ORGANIZED:

Each entry carries one of several recommendations as to the manner in which it is best used by the ABE instructor. These are:

PRIMARY SELECTION means that the material was judged by reviewers to be appropriate for use as the major vehicle in presenting specific occupational/vocational concepts and competencies. Factors considered were completeness, accuracy and clarity of the information; accessibility of format to the learner; and practicality in helping the learner meet the real challenges of job search and retention. Also considered were the real challenges of job search and retention. Another consideration was the extent to which materials incorporate aids to learning such as glossaries, critical thinking, reviews and pre and post assessments.

RESOURCE indicates that the material will strengthen and/or enhance the use of primary selections. Resource also help ABE instructors tailor the curriculum to meet the needs of individual learners. In addition, some materials designated as "Resource" are written at a higher reading level than the ABE student can easily read. Others are better suited for use as background information for instructors, content to support the development of discussions, or individualizing the curriculum.

OPTIONAL designations were given to materials that, although very worthwhile, did not meet all the criteria for primary selections or were targeted to a particular learning style or audience. Optional selections make good companion materials to the primary selections, again, aiding the instructor in individualizing the curriculum.

The units are organized so that Primary is first, then Resource and Optional. Within each unit, Level A is first, then B and C. When material is useful at more than one level, it is placed by the first letter. If the level is unknown or covers all three it is put last in the unit.

For explanation of the VI,and OI, ratings, please refer to the Career Development Curriculum section.

Title, author, publisher and date of publication are listed for the convenience of the user.

The reading levels indicated are consistent with those of CASAS ratings or the level stated by the publisher. CASAS level A is targeted for readers up to approximately grade 4; level B goes up to grade 8; and level C is up to grade 12. The user is reminded that various methods for rating reading levels often result in differing grade

level ratings for the same material. Material sometimes crossed levels, or is useable at more than one level. This is indicated by letters with slashes, e.a., A/B, A/B/C.

The notes section addresses the content of each publication. It provides, in most instances, the table of contents or a summary of the content. Here the team considered the availability of teaching/learning aids such as glossaries, pre and post tests, critical thinking skill development, accessibility of the layout for low level readers and the accuracy and thoroughness of the information offered. Practicality and usefulness of the information were also examined.

The section titled, "learning formats" presents an analysis of how students are expected to use the material. P indicates that the student uses the material passively, i.e. reads the text or views the video. IM indicates that the student interacts with the materials, in addition to reading them; (i.e. fills in blanks, answers questions, or follows directions for an activity of some kind.) IS lets the user know that the materials require the student to interact with other students, (i.e. in role plays, feedback or brainstorming, etc.) IT tells the user that the materials require the teacher to interact with the student. This can be with guided discussion and/or instructor-directed learning activities.IE means that the student is required to interact with people and resources in the environment, usually outside of the classroom This can include visiting the local office of the state employment department, the personnel office of a local firm, the public library, or bringing newspaper want ads and telephone or business directories to use in the classroom.

In general, the review team regarded the materials that included more than one learning format as stronger and more desirable.

"Activities done by" group or individual is self explanatory.

"Activities performed" suggests the setting in which the materials may be used. The review team cited their impression of the publisher's intent for where the materials would be used, but instructors should remain flexible and realistic about the setting and should use those settings most conducive to learning.

"Competencies" cited are the numbers that correspond to specific CASAS competencies in the Occupational Knowledge section (4). A listing of these competencies is included in this book.

"Materials and Supplies" tells the instructor and/or program planner what is required to support the use of the publication. This section also suggests supplemental materials that will augment or strenghten the learning experience for the student or make teaching the concepts easier for the instructor.

"Comments" made by the review team are intended to further inform the user

VOCATIONAL IDENTITY

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☒ Vocational Identity OCCUPATIONAL INFORMATION:

☐ Career Awareness

☒ Job Search

Title: How to Get a Job

Author: Ann Jennett

Publisher: Scott, Forsman and Co. **Date:** 1989

Reading Level: B/C

Notes: This practical workbook is aimed at those entering the job market for the first time. But it will be useful for those whose prior work experience has been casual or part-time employment. The nine chapters presented include: What Job for You?; Locating that Job; Contracting Employers; Applications, Resumes, and Letters; The Interview; Interview Follow-up; You're Hired.

Self-assessments using the Holland theory of vocational choice; lists of entry-level jobs, and material from the Dictionary of Occupational Titles help students weigh the reality of job options and their personal preference. As the user becomes more focused, the workbook helps him/her analyze the 'rightness' of chosen jobs, and helps identify source of information about specific job openings. Students also learn how to get information by telephone and how to make appointments with personnel department representatives. A sample employment test in math is provided, along with a attitude survey.

A thorough chapter on job interviews include questions most employers routinely asks of applicants. The materials also point out the importance of follow-up. A post test helps student and instructor assess what has been learned.

Learning Format:	☐ P	☒ IM	☐ IS	☒ IT	☒ IE
Activities Done By:	☐ Group	☒ Individual			
Activities Performed:	☒ In Class	☐ At Home	☒ In Community		

Competencies (CASAS):
4.1.2; 4.1.3; 4.1.5; 4.1.7; 4.1.8; 4.2.1

Materials and Supplies:
One workbook for each student; newspaper help wanted ads; Dictionary of Occupational Titles; Occupational Outlook Handbook; telephone directory, local directories, other local labor market information; etc.

Comments:
Can be effective with adults; also for students who read at lower levels with more teacher direction/interaction.

P=Passive; IM=interactive with materials; IS=interactive with students; IT=interactive with teacher; IE=interactive with environment

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☒ Vocational Identity **OCCUPATIONAL INFORMATION:**

☐ Career Awareness

☐ Job Search

Title: Job Planner - A guide to Career Planning

Author: Wing Jew and Robert Tong

Publisher: JANUS **Date:** 1987

Reading Level: A/B/C

Notes: This book has eight units: **Work Interest, Work Experience, Working Conditions, Values, Pay and Expenses, Choosing a Job, You and Your Attitude** (including: Attitude, Self-Esteem, Confidence, and Getting Along), **and Goals and Plans.** Each unit contains a self-scoring inventory as well as topic worksheets. At the end of the last unit there is a Job Guide which lists jobs by title, and gives a description of the duties, working conditions, and qualifications for each. The page provides a glossary for all of the terms used in the Job Guide.

Learning Format:	☐ P	☒ IM	☒ IS	☒ IT	☐ IE
Activities Done By:	☒ Group	☒ Individual			
Activities Performed:	☒ In Class	☒ At Home	☐ In Community		

Competencies (CASAS):
4.1.1

Materials and Supplies:
Student workbook

Comments:
The reading level is listed as A/B/C due to the fact that the information is valuable regardless of the reading level. The size of type is large and easy to read. There are many illustrations to accompany activities. This book contains good information regarding self assessment, but may necessitate teacher involvement.

Self-assessments using the Holland theory of vocational choice; lists of entry-level jobs, and material from the Dictionary of Occupational Titles help students weigh the reality of job options and their personal preference. As the user becomes more focused, the workbook helps him/her analyze the 'rightness' of chosen jobs, and helps identify source of information about specific job openings. Students also learn how to get information by telephone and how to make appointments with personnel department representatives. A sample employment test in math is provided, along with a attitude survey.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☒ Vocational Identity **OCCUPATIONAL INFORMATION:**

☐ Career Awareness

☐ Job Search

Title: Career Decision - Making System

Author: Harrington - O'Shea

Publisher: American Guidance System (JIST) **Date:** 1982-1986

Reading Level: C

Notes: This material is as assessment tool for career exploration and decision making. There are two parts - a survey booklet and an interpretive folder. The successful completion of this assessment would give the student good information on: defining career clusters, discovering the necessary job values and abilities, and examining the future outlook of those particular careers of interest.

Learning Format: ☐ P ☒ IM ☐ IS ☒ IT ☐ IE

Activities Done By: ☐ Group ☒ Individual

Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.1

Materials and Supplies:
Survey booklet and Interpretive folder

Comments:
Despite the fact that the reading level is listed as C, this book contains some good information on self-assessment, particularly regarding career clusters, that is not found in other materials. It is very thorough: however, it would definitely require instructor training to insure proper use.

Recommended As: ☐ Primary Selection ☐ Resource ☐ Optional

☒ Vocational Identity Occupational Information:

☒ Career Awareness

☐ Job Search

Title: Life Skills: Me and Jobs

Author: Hooker and Hooker

Publisher: Educational Design, Inc.

Date: 1988

Reading Level: B/C

Notes: This workbook is aimed at young persons who have never held a job or who haven't had an opportunity to explore personal values and interests relative to the world of work. The four sections are:

* Me: Help the user take stock of his/her current situation, attitudes, hobbies, interests, aptitudes, feelings and opinions through a series of self-assessment exercises

* Jobs: assesses what the user knows about job, about sources of information about openings; helps the user learn to get job information using the telephone, networks of friends and other standard resources.

* Me and Jobs: helps the user begin to match results of personal assessment and job information and determine which jobs are of strongest interest. Also includes a task analysis exercise to help users further clarify the appropriateness of job options.

* Applications and Interviews: guides the user through the completion of job application forms and helps prepare for the all-important employment interview. Includes activities on resume preparation and list of jobs.

Workbook format requires students to write answers to questions. Also uses small group work and brainstorming, along with interviews of friends, relatives to help the students get perspectives on themselves and their job readiness.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☐ IE

Activities Done by: Group and Individual

Activities Performed: In class, at home, in the community

Competencies: (CASAS)
4.1.2; 4.1.5; 4.1.7; 4.1.9.

Materials and supplies: 1 copy of workbook for each student; pencils/pens; newspaper help wanted ads; yellow pages of the telephone book.

OCCUPATIONAL INFORMATION

Career Awareness

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Don't Get Fired: 13 Ways to Hold Your Job

Author: Durlynn Anema

Publisher: Janus **Date:** 1978

Reading Level: B

Notes: This book has thirteen units: **Be on Time, Be Responsible, Stick to the Schedule, Follow Directions, Be friendly and Helpful, Business Comes First, Keep Yourself Busy, Take Criticism Well, Leave Your Blues at Home, Get Along with Others, Take Pride in Your Work, Don't Argue with Your Boss, and Above All Be Honest.** Each unit contains a short, real-life situation regarding successful job attitudes. Each unit is followed by questions requiring thinking, decision making and problem solving skills. The format of this book makes it easy to use.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☐ IE

Activities Done By: ☒ Group ☒ Individual

Activities Performed: ☒ In Class ☒ At Home ☒ In Community

Competencies (CASAS):
4.4.1; 4.4.2; 4.4.4; 4.4.5

Materials and Supplies:
Student Workbook

Comments:
The type size is large and easy to read, and there are many illustrations to accompany activities. Contains good information regarding job retention. Many necessitate teacher involvement, or discussion with others.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity Occupational Information:

☒ Career Awareness

☐ Job Search

Title: Job Survival Skills

Author: Margaret Brewner

Publisher: Educational Design, Inc. **Date:** 1986

Reading Level: B/C

Notes: This book introduces ideas and techniques for being a successful employee. There are 11 chapters: One, the importance of **Attendance**; Two, personal **Grooming**, Three, **Cooperation** with the employer, Four, **Cooperation** with co-workers; Five, using the **Telephone**; Six, dealing with **The Public**; Seven, **Effective Communication** (including "I" statements); Eight, **Decision Making**; Nine, understanding and handling **Stress**; Ten, **Initiative** on the job; Eleven, **Goal Setting**.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☐ IE

Activities Done By: ☒ Group ☒ Individual

Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.4.1; 4.4.2; 4.4.3; 4.4.5

Materials and Supplies:
Student Workbook

Comments:
Despite the fact that the reading level is listed as B/C, the activities are all one to two pages in length. This book contains some useful information regarding job retention that is not discussed in other books.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Oregon Careers, 1988

Publisher: Oregon Occupational Information Coordinating Committee

Date: Published each year in the fall

Reading Level: C

Notes: Newspaper format features practical information on Oregon's economic and labor market trends, how-to articles on job search and career development. Includes a "career guide", a descriptive listing of jobs, anticipated demand and wage projections, training required, course of study and schools/training sites and programs such as JTPA offices, apprenticeships, Employment Division offices and private and state schools.

Learning Format: ☒ P ☐ IM ☐ IS ☒ IT ☒ IE

Activities done by: ☐ Group ☒ Individual

Activities Performed: ☐ In Class ☒ At home ☒ In Community

Competencies:
4.1.3; 4.1.4; 4.1.5; 4.1.8; 4.1.9; 4.2.0; 4.4.1; 4.4.2; 4.4.4

Materials and Supplies:
One Careers paper for each student and the instructor.

Comments:
This resource provides occupational information specific to Oregon

Recommended As: ☐ Primary ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Time Cards and Paychecks
Author: Kenneth J. Rhad
Publisher: Janus Books **Date:** 1981
Reading Level: A/B

Notes: This workbook, aimed at special needs students, introduces the basic of keeping track of hours worked and pay and paychecks. Math and time concepts are presented and practiced. Each unit is introduced with group discussion of the topic and presentation of key works. After students read, activities are presented. Specific topics include:

It's a Matter of Time.	What is a Time Card?
Writing the Time.	Keeping Track of Time.
All in a Day's Work.	Being up to the Minute.
Summing Up.	Figuring Weekly Earnings.
Take-Home Pay	Tax Deductions.
Other Deductions.	

Periodic review sections help assess learning progress.

The teacher's manual includes teaching suggestions and the answer key.

Learning Format: ☐ P ☒ IM ☐ IS ☒ IT ☐ IE

Activities done by: ☒ Group ☒ Individual

Activities performed: ☒ In class ☐ Individual

Competencies:
4.2.1

Materials and Supplies:
One workbook for each student; teacher's manual

Comments:
Although designed for special needs students, this workbook would be helpful for low reading level adults with little or no formal, paid work experience.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Worker Rights Know-How
Author: Merilyn Meltzer
Publisher: Cambridge **Date:** 1986
Reading Level: A/B

Notes: The book begins with a 20 item multiple choice pre-test. These 5 lessons include in this book are: Lesson One **Equal Employment Opportunity**. Lesson Two provides information on the **Laws regarding Equal Employment**. Lesson Three discusses **Affirmative Action**. Lesson Four deals with **Job Discrimination**, and Lesson Five states ideas for **Taking Legal Action**. There is a post-test following these lessons. The materials could be useful for job retention issues.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.4.1

Materials and Supplies:
Student workbook

Comments:
This book has some good information, not directly covered in CASAS materials, regarding minorities, discrimination laws, and procedures for filing a grievance.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Vocational Video Library, Work a Day America Interesting Careers of Interesting People.

Author: Not Given

Publisher: Educational Activities, Inc.

Reading Level: B/C

Notes: This video series presents 20 occupations. Workers describe their jobs and were filmed in their work place and settings. They talk about their working conditions, the training and preparation needed to enter their jobs and the future opportunities offered by the various occupations. This series helps users relate academic skills to the jobs presented.

The set includes a teachers' guide, ditto masters of student worksheets, booklets and audio cassettes that bring careers to life in the words of the workers themselves. The approach integrates world of work knowledge and vocabulary, reading, comprehension and writing and spelling. Presentations avoid stereotyping.

The occupational information presented is based upon the Occupational Outlook Handbook.

Learning format: ☒ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: ☒ Group ☒ Individual

Activities performed: ☒ In Class ☐ At Home ☐ In Community

Competencies:
4.1.3; 4.1.6; 4.1.8; 4.4.2.

Materials and Supplies:
Duplicated materials for each student; video and audio tape players.

Recommended As: ☐ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Directory of Occupational and Educational Information Sources for Counselors, Planners, Students, Clients

Publisher: Oregon Occupational Information Coordinating Committee

Date: July, 1987

Reading Level: Not Applicable

Notes: This resource directory describes the information sources for learning about occupations. Section I includes labor market projections; training, skill and experience requirements for job entry requirements; educational requirements; characteristics of workers by occupations; eligibility requirements for participation in government-sponsored programs and for jobs requiring licenses and certifications; earnings and benefits; work settings and conditions; career ladders, linkages and transfers; industries that hire (specific type of) workers; aptitude and interest by occupation.

Section II focuses upon occupational demand and supply, including training. Section III presents education information sources. Particularly helpful is the description of the occupational and educational information delivery system in Section IV. Section V includes full descriptions of sources that are listed alphabetically.

Many of the resources described are available at no or low cost.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: ☒ In Class ☒ Individual with high level reading skills.

Competencies:
4.1.3; 4.1.4; 4.1.8; 4.4.2.

Materials and Supplies:
One copy for each ABE site or classroom

Comments:
The Directory can help teachers decide what resources to include in their programs and gain ready access to those resources.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☐ Job Search

Title: Career Decision Making: (LMI)

Publisher: California Occupational Information Coordinating Committee

Reading Level: Not Given

Notes: This guide is targeted to career advisors. It addresses the need for providing labor market information to students, job seekers and job changers and identifies sources of LMI in California.

Chapters include:

* The What and Why of LMI: What is it? Who has it? Why use it? A counseling example.
* The elements of counseling and the phases of decision making. Acquire, Analyze, Act!
* An annotated bibliography, a descriptive list of computer-aided guidance resources and listing of publication sources rounds out the publication.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: Teachers or Counselors

Competencies:
4.1.3; 4.1.9

Materials and Supplies:
One copy for each ABE site

Comments:
Although prepared for use in California, the contents will help users in other areas prepare to teach students how to access and use local labor market information.

OCCUPATIONAL INFORMATION

Job Search

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional
☐ Vocational Identity **Occupational Information:**
☐ Career Awareness
☒ Job Search

Title: Job Application
Author: Charlotte Hirasuna, Lorraine Ruston, and Ruth Tebbe
Publisher: David S. Lake **Date:** 1982
Reading Level: A

Notes: These materials provide information and practice regarding all key components of job application forms. A complete and well done teacher's guide is included in the package. All necessary forms and materials, with permission to duplicate for classroom use, are provided. Vocabulary words and progress checks are a part of each unit. An overall unit pre-test/post-test is provided.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☐ IE
Activities Done By: ☒ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.1.1; 4.1.2

Materials and Supplies:
Primarily duplicated handouts of the matters provided

Comments:
This is an exceptionally well done set of materials; particularly useful for this reading level.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional
☐ Vocational Identity **Occupational Information:**
☐ Career Awareness
☒ Job Search

Title: Job Interview Kit
Author: Wing Jew and Robert Tong
Publisher: Janus **Date:** 1976
Reading Level: A/B

Notes: This material consists of a series of interview role plays designed to follow and supplement prior instruction on job search and interviewing (not included). The kit includes a good set of duplicate materials (some spirit masters) for role playing 30 non-skilled or low-skilled occupations. A teacher's guide is also provided. Each occupational area included an 8.5x11 inch card with a photograph of a person performing a job related task on one side and a job description, interview situation, opening remarks, interview questions, and closing remarks on the other side. The card is used by the interviewer during the role play. Spirit masters of an employment application form, an interview rating form, an interview progress record, and a "job ticket" book (not with the materials furnished for review) are included with the kit.

Learning Format: ☐ P ☐ IM ☒ IS ☐ IT ☐ IE
Activities Done By: ☒ Group ☐ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.5; 4.1.6; 4.1.7; 4.1.8

Materials and Supplies:
Workbook, teacher's guide, handouts with spirit masters

Comments:
A very good resource for students to practice what they learned about interviewing. Prior work on interviewing needs to have been completed. One set of materials may be enough for the class. The kit, overall, is quite clear and well done.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional
☐ Vocational Identity **Occupational Information:**
☐ Career Awareness
☒ Job Search

Title: The First Step
Author: Dick Gaither
Publisher: JIST Works **Date:** 1985
Reading Level: A/B

Notes: This 36 page booklet is designed to help individuals organize information about themselves pertinent to their career development. The informational topics include: personal data; various kinds of skills and experience; job satisfaction variables; and people who can serve as references. The booklet is constructed so that information on these topics may be entered directly into the booklet itself, thereby providing a convenient way to compile and retain information for use in completing job applications, constructing as resume, considering career options, or preparing for interview.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.9

Materials and Supplies:
One booklet for each student

Comments:
This booklet should be provided to each student and completed a instruction in the career development curriculum progresses.

Recommended As: ☒ Primary Selection ☐ Resouece ☐ Optional
☐ Vocational Identity **Occupational Information:**
☐ Career Awareness
☒ Job Search

Title: Job Hunting Know-How (Reading Strategies by Objective Series)
Author: Not Given
Publisher: Cambridge
Date: 1987
Reading Level: B/C

Notes: Student workbook includes pre and post tests for the learning objectives for each of five lessons. Answer keys are included in the student workbooks. Objectives are drawn from the Adult Performance Level Studies and student activities are keyed to them.

The five lesson topics are: **How to Start Looking for a New Job; Services Offered by Private and Government Employment Agencies; Preparing a Resume; Filling Out a Job Application; Preparing For a Job Interview.**

Each lesson provides for student self-evaluation. The student decides which of two purposes for learning is right for him/her in response to prompts of "Yes, but I want to review it" if the topic is familiar, or "No, I will read to learn" if the topic is new. This helps student user and the instructor determine student needs.

Larger type face and lots of white space make the workbook seem more user-friendly.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities performed: ☒ In Class ☐ At Home ☐ In Community

Competencies:
4.1.2; 4.1.3; 4.1.5; 4.1.6.

Materials and Supplies:
One copy of the workbook for each student.

Comments:
The student outcomes can be enhanced by teacher-facilitated discussion during class time and the use of resources such as newspapers, sample resumes in various formats, occupational information sources, local labor market information, etc.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Job Application File, Fourth Edition
Authors: Charles Kahn, Robert Tong, and Wing Jew
Publisher: Janus Books
Date: 1987

Reading Level: A/B/C

Notes: This workbook helps students understand what information is required for applying for a job and provides users with practical experience in successfully and appropriately completing application forms. Each section of the application form is treated separately. Glossaries are integrated into each section. Forms are presented in increasing order of difficulty. The format also has students practice writing in small spaces.

In completing this workbook, users will have developed a fairly complete file of personal information essential to a successful job search; gathered personal documents such as birth certificate, Social Security card and work permit; and written a letter of application and resume.

The teacher's manual presents learning objectives and teaching suggestions for each section.

Learning Format: ☐ P ☒ IM ☒ IT ☐ IE

Activities done by: ☒ Group ☒ Individual

Activities performed: ☒ In class ☐ At Home ☐ In Community

Competencies:
4.1.1; 4.1.2

Materials and Supplies:
One workbook for each student; teacher's manual.

Comments:
These materials may be supplemented with sample application forms from local companies. Consider inviting a local employer to visit the class to discuss what can be determined about the applicant based upon the application form.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: The Seven Phases of a Job Interview

Author: Not Given

Publisher: JIST Works **Date:** 1988

Reading Level: N/A

Notes: The set of materials includes a 45 minute video tape (VHS) and an 18 page instructor's guide. Seven topical segments are presented: 1. Before the interview; 2. Opening moves; 3. The interview itself; 4. Closing the interview; 5. Following up; 6. Negotiating; and 7. Making a decision. When used in combination with the exercises given in the instructor's guide, the tape could be very useful in helping students prepare for job interviews.

Learning Format: ☒ P ☒ IM ☒ IS ☒ IT ☐ IE

Activities Done By: ☒ Group ☐ Individual

Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.3; 4.1.5; 4.1.6; 4.1.7

Materials and Supplies:
VCR (VHS), monitor, tape, instructor's guide

Comments:
This is a very well done and entertaining tape. Most adults will quickly identify with the spoof on detectives like Sam Spade. The person preparing for the interview on the tape goes to the detective to seek help and, as a consequence, is led through the seven phases listed above. Because of the adult level appeal, the solid information provided, and the good supplementary exercises presented in the instructor's guide, one set of this material is recommended s a primary resource for teaching job interviews.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Job Application Language: A Survival Vocabulary
Author: Jim Richey
Publisher: JANUS **Date:** Not Given
Reading Level: A

Notes: This book has fairly low level vocabulary and reading skills. The vocabulary words selected are related to job search and are organized relative to the vocabulary likely to be found on job applications. Among the methods it uses to teach vocabulary pertinent to job seekers are word attack and sound alike.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.1.2; 4.1.6

Materials and Supplies:
Student workbook

Comments:
This material does not teach much about applications or how to fill out the forms. It would be a very useful resource for low level students who may not have reading and vocabulary skills required to complete a "job application" instructional unit. The teacher might want to introduce these terms as a way of beginning such a unit.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Resumes Made Easy
Author: Not given
Publisher: MCE **Date:** Not Given
Reading Level: A/B

Notes: This Apple II and IBM compatible computer program gives good detailed information about resumes. It branches to a functional resume format if the student indicates he or she has never had a job. The program lets students write their resume on the screen and print it out. Key vocabulary words are given in the teacher's manual along with suggested teaching strategies.

Learning Format: ☐ P ☒ IM ☐ IS ☒ IT ☐ IE

Activities Done By: ☒ Group ☒ Individual

Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.2

Materials and Supplies:
Apple II compatible computer (48K, 1 drive, printer), software program, teacher's guide

Comments:
This program can be used as a good introduction to resumes. A first draft of a student's resume can be produced by using the program once information on the student's personal history has been accumulated. The draft can be critiqued and revised so that a final resume can be produced on a letter quality printer ready for the student to use.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Equal Employment Opportunity
Author: Arna Munford
Publisher: Media Materials, Inc. **Date:** Not Given
Reading Level: B

Notes: This 48 page booklet provides useful information about Equal Employment Opportunity (EEO) laws, rights, how to file discrimination charges, etc. The format includes self-assessment questions and answers as well.

Learning Format: ☐ P ☒ IM ☐ IS ☒ IT ☐ IE
Activities Done By: ☒ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.11; 4.1.2; 4.1.6

Materials and Supplies:
Information booklet

Comments:
An excellent resource to have; at least one per class

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: Job Search Training Curriculum

Author: Dick Gaither and Ruth Lister (editors)

Publisher: JIST Works **Date:** 1985

Reading Level: B/C
(Publisher says materials have been used with non-readers, but were adapted.)

Notes: Basically an individual, self-directed course, the material also includes The Work Book and its companion The Instructor's Guide. All are excellent and can be used as materials for the prescribed curriculum or as resources for separately designed instructional units. (Additional copies of The Work Book are available for $10.31) These materials form a comprehensive job search curriculum with competency based modules from self-assessment through job search strategies. However, unless adapted they demand a fairly high reading level (approximately 10th grade), much writing, a great deal of discipline, and a lot of prepatory work by the instructor.

Learning Format:	☐ P	☒ IM	☐ IS	☒ IT	☒ IE
Activities Done By:	☒ Group	☒ Individual			
Activities Performed:	☒ In Class	☒ At Home	☐ In Community		

Competencies (CASAS):
4.1.1; 4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.9

Materials and Supplies:
The curriculum includes the Instructor's Guide and one copy of The Work Book; handout masters, sample forms, etc., are also included.

Comments:
All in all, the curriculum may be too much for many situations. However, the materials are excellent and can be adapted to supplement many other career related activities. The curriculum is a valuable resource for the instructor to have available.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional
☐ Vocational Identity

Occupational Information:
☒ Career Awareness
☒ Job Search

Title: Getting the Job You Really Want
Author: J. Michael Farr
Publisher: JIST Works **Date:** 1988
Reading Level: B/C

Notes: This set of materials, comprised of a **student workbook and instructor's guide**, is intended as a **comprehensive curriculum** designed to take the student from **self-assessment through job search activities, including resume preparation and interviewing.** The material is somewhat restricted because of the high reading level (publisher claims 7th grade), and because it is primarily for use for groups. Even so, the materials are good for a broad range of adults and the group activities can somewhat offset the high reading level. The set can be used as a fairly comprehensive curriculum or as a resource for segments of another curriculum.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☒ IE
Activities Done By: ☒ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☒ In Community

Competencies (CASAS):
4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.9

Materials and Supplies:
Student workbook and instructor's guide

Comments:
Even if not used as direct curriculum materials, at least one set should be available in the class as a resource.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☒ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Job Search Education: Program Guide
Author: Martin Kimmeldorf
Publisher: Educational Design, Inc.
Reading Level: B/C

Notes: This resource guide for teachers and group leaders stresses practical techniques of job search, including self assessments, career exploration, resume preparation, interviewing, managing the job search process, and group support. It draws heavily upon the job club model.

Also provided are sample lesson plans, group activities and bibliographic references for classroom resources, other job search programs, and teachers reference materials.

Learning Format: ☒ P ☒ IM ☒ IS ☒ IE

Activities done by: ☒ Group ☒ Individual

Activities performed: ☒ In class ☐ At Home ☒ In community

Competencies:
4.1.3; 4.1.5; 4.1.7; 4.1.9; 4.4.1; 4.4.2.

Materials and Supplies:
Use with telephone directories, newspaper help wanted ads, Dictionary of Occupational Titles, Occupational Outlook Handbook, local directories, etc.

Comments:
Helpful for teachers needing to plan for a group approach to job search and career development instruction.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: What You Need to Know About Getting a Job and Filling Out Forms
Authors: Starkey, Carolyn M. and Penn, Norgina W.
Publisher: National Textbook Company
Date: 1985
Reading Level: B/C

Notes: This student workbook presents the user with the opportunity to become more adept and comfortable with using a wide variety of forms associated with job search and entry. Specific topics include:

> Fact Sheets, Resumes, and Application Letters; Job Application Forms; Job Interview Techniques; Telephone Communications Skills; Help Wanted Ads; Every Day Forms; Drivers License Application; Voter Registration; Social Security Card; Writing Checks; Credit Applications;

Students work to improve reading and writing skills while acquiring important life skills. Users who complete the workbook will have developed a file of useful job search tools.

Learning Format: ☐ P ☒ IM ☐ IS ☒ IT ☐ IE

Activities done by: ☐ Group ☒ Individual

Activities performed: ☒ In Class ☒ At Home ☐ In Community

Competencies:
4.1.1; 4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.4.3;

Materials and Supplies:
One workbook for each student

Comments:
To realize the full benefit of the workbook as a resource, consider integrating it with in depth discussion about employability and job readiness, labor market information, interview role plays and feedback, etc. The materials are a good resource for job search club settings that serve unskilled or semi-skilled labor market entrants.

Recommended As: ☐ Primary Selection ☐ Resource ☒ Optional
☐ Vocational Identity **Occupational Information:**
☐ Career Awareness
☒ Job Search

Title: How to Get the Job You Really Want
Author: Not given
Publisher: JIST Works **Date:** 1988
Reading Level: N/A

Notes: This 60 minute VHS video tape presents a workshop format focusing on job search strategies. The presenter makes the following points: 1. Know your skills; 2. Have a job objective; 3. Know where and how to look for openings; 4. Spend at least 25 hours per week looking; 5. Get two interviews a day; 6. Have a written daily plan; 7. Follow up. The presentation is highly condensed, not all points listed above are covered in the taped workshop.

Learning Format: ☒ P ☐ IM ☒ IS ☒ IT ☐ IE
Activities Done By: ☒ Group ☐ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.3; 4.1.6; 4.1.7

Materials and Supplies:
VCR (VHS), monitor, tape

Comments:
Some good information is presented on networking and on designing a job search plan, but the overall value of the tape is only fair. To be effective it would have to be used with other job search activities.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☐ Career Awareness

☒ Job Search

Title: Hidden Jobs (from the **Come Alive** series)
Author: Not Given
Publisher: JIST Works **Date:** Not Given
Reading Level:N/A

Notes: This 30 minute **VHS video tape is done in a workshop format** featuring Tom Jackson and a group of students. The basic idea of the workshop is that people who are successful in getting jobs are those with **job finding skills.** The workshop then explores a number of such skills, but does so in an abreviated fashion due to the time limitations.

Learning Format: ☒ P ☐ IM ☒ IS ☒ IT ☐ IE
Activities Done By: ☒ Group ☐ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.3; 4.1.6; 4.1.6

Materials and Supplies:
VCR (VHS), monitor, tape

Comments:
The basic information is good and the tape could be a useful resource for the class if used in conjunction with other work on job search strategies.

OCCUPATIONAL INFORMATION

- Comprehensive

- Career Awareness

- Job Search

Recommended as: ☒ Primary Selection ☐ Resource ☐ Optional
☐ Vocational Identity Occupational Information:
☒ Career Awareness
☒ Job Search

Title: English That Works 1 and 2: Prevocational ESL for Adults
Author: Savage, K. Lynn; How, Manie; Yeung, Ellen Lai-shan.
Publisher: Scott, Foresman and Company, Lifelong Learning Division
Date: 1982
Reading Level: A/B

Notes: This is a comprehensive two-level program for teaching adults and high school students with limited English proficiency. The curriculum integrates language learning objectives and teaching skills for finding and keeping a job.

Illustrated with line drawings, the student materials lead users through six units in Book 1:

* Personal Data: personal information required for completing job applications.
* Skills and Interests: brief self-assessments of skills and interests.
* Occupations and Duties: presents occupational and job content.
* Maps and Directories: teachers students to use these tools for finding their way in a new environment.
* Time and Money: introduces days, time, money.
* The Interview: asking Questions. Prepares students for job interviews and for asking questions about jobs.

Book 2 includes:

* Job Experience: introduces vocabulary about work experience and reasons for leaving a job.
* Schedule: introduces transportation modes and schedules.
* Safety: presents concepts and equipment for on-the-job safety.
* Want Ads: helps students use want ads as a job search and language learning tool.
* The Interview: answering Questions. Students learn how to field questions from interviewers.

Learning Format: IM; IS; IT

Activities done by: Group and Individual

Activities performed: In class

Competencies: Book 1: 4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.8; 4.2.1; 4.2.4.

Book 2: 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.8; 5.3.1; 4.3.2; 4.3.3; 4.4.3.

Materials and Supplies: Instructor's Edition; Workbooks for each student. Supplemental materials include flashcards, audiotapes and native language booklets.

Comments: Although intended for ESL, the scope of the materials maybe useful with students who are working at the beginning level. The cultural notes are helpful with students who have no work background or who may have trouble communicating effectively with others.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: On the Job: Readings in real-life competencies
Author: Larry Mikulecky, Rad Drew
Publisher: Cambridge
Date: 1987
Reading Level: B/C

Notes: This is a three-book set of readings and workbooks that integrate basic math, reading and writing with basic vocational knowledge and skill development. The readings communicate about basic job literacy and demonstrate the ways in which many jobs incorporate basic skills. The activities engage the student in practice in completing forms, using job-related math and reading comprehension skills. The activity books include answer keys. The jobs depicted are drawn from the retail and service sectors. Specific Topics are:

Book One Readings:

Getting a Job: Pearl Benson and Carlos Saniago Fill out Job Applications
First-Day Jitters: Gary Carlson Works with Price Lists and Produce Scales
Learning the Ropes: Leonie Smith Reads Care Cards
Jumping to Conclusions: Duane Harris Reads Charts and Fills Out Service Forms
On Your Own: Anita Flores Fills Out Requisition Forms
Getting Used to the Job: Gary Carlson Learns How to Accept Personal Checks
Switching Jobs: Paul Chang Uses Scales and Charts

Book One Activities:

Getting a Job: Filling Out Applications
First Day Jitters: Reading Price List
Learning the Ropes: Reading Care Cards and Maintenance Schedules
Jumping to Conclusions: Using oil Charts and Filling Out Service Forms
On Your Own: Reading and Filling Out Requisition Forms
Getting Used to the Job: Receiving Personal Checks
Switching Jobs: Quality Control Charts

Book Two Readings:

Getting a Job: Henry Dubois Reads Want Ads and Looks for a Job
Coping with Confusion: Sergio Estrella Works with Computer Printouts
One Step at a Time: Virginia Dare Fills Out Reservation Cards
Using What You Know: Kim Lee Takes Inventory and Checks Food in a Storage Room
Checking Your Work: Marco D'Angelo Reads Invoices and Receives Shipments
Eager to Learn: Gloria Watson Learns About Rebates
Taking Charge: Jeff Sanford Learns About Bus Schedules and Passenger Count Sheets

Book Two Activities:

Getting a Job: Reading Want Ads for Jobs, Goods, and Services
Coping with Confusion: Reading Computer-Generated Forms
One Step at a Time: Taking Reservations, Reading Rate Charts and Filling Out Registration Cards
Using What you Know: Reading Thermometer and Storage Guides
Checking Your Work: Reading Invoices and Checking Inventory
Eager to Learn: Calculating Rebates
Taking Charge: Reading Transportation Schedules

Book Three Readings:

Getting a Job: Hilda Santoro Prepares for a Job Interview
Slow and Steady: Luke Jenkins Reads Postal Charts
Just the Facts, Please: Sophia Petaris Fills Out Forms and Talks to Customers
From the Ground Up: Robert Wong Reads Price Sheets and Fills Out Work Order Forms
Taking More Responsibility: Boris Horowitz Fills Out Classified Call Reports and Sells Ads
Out of Hot Water: Simon Garcia Takes Orders and Fills Out Guest Checks
Asking Good Questions: Yolanda Sanchez Reads Maps and Checklists, and Computes Time and Money

Book Three Activities:

Getting a Job: Filling Out Applications and Personal Fact Sheets
Slow and Steady: Using Zone Charts and Finding Zip Codes
Just the Facts, Please: Filling Out Forms and Talking to Customers
From the Ground Up: Reading Price Sheets and Filling Out Work Order Forms
Taking More Responsibility: Filling Out Classified Call Reports and Selling Ads
Out of Hot Water: Taking Order and Filling Out Guest Checks
Asking Good Questions: Reading Maps and Checklists and Computing Time and Money

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: ☐ Group ☒ Individual

Activities performed: ☒ In class ☐ At Home ☐ In Community

Competencies:
4.1.1; 4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.8; 4.4.1; 4.4.2; 4.4.3

Materials and Supplies:
One book of readings and its companion activity book for each student. Supplement with newspaper ads and local labor market information about the jobs covered in the materials. The Dictionary of Occupational Titles and the Occupational Outlook Handbook and the telephone yellow pages would help enhance the impact of materials for students.

Comments: Because the material is very practical, it is likely to hold student interest. Class discussion will add life and vitality to the use of these materials.

Recommended As: ☒ Primary Selection ☐ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: Skills for Living Unit 3: On the Job
The Amazing Adventures of Harvey Crumbaker

Author: Charles Klasky

Publisher: Lakeshore Lifeskills: Lakeshore Curriculum Materials Co.

Date: 1980

Reading Level: B/C

Notes: Uses humorous cartoon character who blunders his way through finding a job and getting adjusted to being a worker to present concepts of basic job skills and employability. Section One takes students through completion of application and personnel forms, discusses the interview and hiring process, what is expected of employees, payroll deductions and the like. Section Two aims for skill development in basic retail job tasks such as making change, operating a cash register, charge account sales, taking stock and customer service. Although focused on retail, the concepts are applicable to other fields. Uses role plays, simulation of on-the-job situations, work sheets and mini-quizzes. Looseleaf format includes lesson hand outs and related materials for students that are to be photocopied by the instructor. Lessons may be adapted by using forms, newspaper help wanted ads and other locally relavent materials to enhance the sense of practicality and realism for the students.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☒ IE

Activities done by: ☒ Group ☒ Individual

Activities performed: ☒ In Class ☒ At Home ☒ In Community

Competencies:
4.1.1; 4.1.2; 4.1.4; 4.1.5; 4.1.6; 4.1.7; 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.4.1; 4.4.2; 4.4.4; 4.4.5

Materials and Supplies:

1 photocopied set of lesson materials for each student; newspaper help wanted columns, sample application forms, sample personnel forms; anecdotal material from teachers/resource persons about experience in applying/interviewing for jobs and from personnel officers about what they look for in applicants.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional
☐ Vocational Identity **Occupational Information:**
☒ Career Awareness
☒ Job Search

Title: First Days on the Job
Author: Not given
Publisher: MCE **Date:** Not Given
Reading Level: A/B
Low level keyboarding skills

Notes: This Apple II compatible software program goes through many important aspects of starting a new job: pay, coworkers, dress, making impressions, appropriate behavior, working on a team, etc. The program asks good questions of the student and gives appropriate responses.

Learning Format: ☐ P ☒ IM ☒ IS ☒ IT ☐ IE
Activities Done By: ☒ Group ☒ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.6; 4.2.1; 4.4.1; 4.4.2; 4.4.4; 4.4.5

Materials and Supplies:
Apple II compatible computer (48K, 1 drive), software program, teacher's discussion guide

Comments:
Could provide a good resource for the class, particularly for students just beginning a new job. It is general in nature and would be most useful for someone with limited work experience. It could be used in conjunction with the discussions suggested in the accompanying booklet on teaching strategies.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity **Occupational Information:** ☒

☒ Career Awareness

☒ Job Search

Title: How to Get a Job and Keep It
Author: Dorothy Goble
Publisher: Steck-Vaughn **Date:** 1985
Reading Level: B

Notes: In less than 100 pages, this material attempts to cover Job and Career Planning, Career Change, Labor Market Information, Self-Assessment, Interviewing, Vocational Tests, Keeping a Job, and more! Some of the materials in the different units are good, but as a total package it tries to do too much.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☒ At Home ☐ In Community

Competencies (CASAS):
4.1.2; 4.1.3; 4.1.5; 4.1.6; 4.1.7; 4.1.9; 4.4.1; 4.4.2

Materials and Supplies:
Combination content/workbook

Comments:
This book could be a useful resource for teachers in terms of the general information provided and in planning instructional units.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional

☐ Vocational Identity ☐ Occupational Information

☒ Career Awareness

☒ Job Search

Title: Successful Job Interviewing
Author: Not Given
Publisher: MCE **Date:** Not Given
Reading Level: B

Notes: This program provides a good introduction to interviewing in that it is a fairly realistic presentation about interview "do's and don'ts." The consequences of inappropriate action are made clear to the student. It asks students to give direct answers, not just select from multiple choices. This is a focus on etiquette, but should have more of a focus on content to give students more practice on responding appropriately.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.5; 4.1.7

Materials and Supplies:
Apple II disk (48K, 1 drive)

Comments:
This resource should be used to prepare for role play and/or video-taping of role plays of employment interview simulations. It could also proceed a visit by a personnel specialist from a local company to discuss interviewing.

Recommended As: ☐ Primary Selection ☒ Resource ☐ Optional
☐ Vocational Identity ☐ Occupational Information
☒ Career Awareness
☒ Job Search

Title: Emerging Occupations Interest Inventory
Author: Not Given
Publisher: MCE **Date:** Not Given
Reading Level: B

Notes: This program provides a quick assessment for initial career exploration. It branches to accommodate the student's educational plans. It also refers the student to a printed companion booklet of occupational information. However, the number of options for career exploration are limited to three per use.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE
Activities Done By: ☐ Group ☒ Individual
Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies (CASAS):
4.1.3; 4.1.6; 4.1.9

Materials and Supplies:
Apple II disk (48K, 1 drive) and booklet of occupational information used in conjunction with program.

Comments:
This is a good introduction to emerging occupations, but should be followed up with more thorough reviews of sources of additional information and other, more powerful, interest inventories.

Recommended As: ☐ Primary Selection ☐ Resource ☒ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: Vocabulary for the World of Work 1: Basic Job Words
Author: Donn Mosenfelder
Publisher: Educational Design, Inc.
Date: 1987
Reading Level: B/C

Notes: This workbook presents basic vocabulary and the basics of the job search process, along with information about office occupations, retail sales, computer-related occupations, manufacturing and construction, printing, electronics and plastics. Also covered are unions and common payroll deductions.

The manner in which this publication is organized permits the teacher to use the materials in a flexible way to help tailor class content to meet individual needs.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: ☐ Group ☒ Individual

Activities Performed: ☒ In Class ☐ At Home ☐ In Community

Competencies:
4.1.1; 4.1.2; 4.1.3; 4.1.6; 4.2.1; 4.2.2; 4.2.3

Materials and Supplies:
One workbook for each student. Supplement with newspaper help wanted ads, Occupational Outlook Handbook.

Recommended As: ☐ Primary Selection ☐ Resource ☒ Optional

☐ Vocational Identity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: Getting and Keeping a Job
Author: Peggy Simonsen
Publisher: Scott, Foresman & Co., Lifelong Learning Division
Date: 1982
Reading Level: B/C

Notes: Presents the career planning, job search and retention process in 60 pages. Includes glossary and several checklists and rating scales for self-assessment. Teachers may want to use checklists as handouts and text as a discussion guide. Chapters include: **A Job or Career; Three Steps to Planning a Career; Knowing about Yourself; Knowing about Jobs; Getting Ready to Work; Job Search; Interviews; Keeping a Job; Building Your Career.** No additional resources suggested by the publisher.

Learning Format: ☒ P ☒ IM ☐ IS ☐ IT ☐ IE

Activities done by: ☐ Group ☒ Individual

Activities performed: ☒ In Class ☒ At Home

Competencies:
4.1.2; 4.1.3; 4.1.5; 4.1.7; 4.1.9; 4.4.1; 4.4.2; 4.4.5

Materials and Supplies:
This text.

Comments:
Dense print and layout make booklet difficult for new readers to use. No illustrations.

Recommended As: ☐ Primary Selection ☐ Resource ☒ Optional

☐ Vocational Indentity **Occupational Information:**

☒ Career Awareness

☒ Job Search

Title: Follett Coping Skills: Finding Work
Author: McVey et al
Publisher: Cambridge, The Adult Education Company
Date: 1977
Reading Level: B/C

Notes: Two units provide basic instruction in finding information about the job market and interpreting that information. In Unit 2, the student assesses his or her basic qualifications. Making application for a job and applying for a Social Security Number are also included. Essential vocabulary is introduced. The materials emphasize using life skills as qualifications for entry level jobs.

Learning Format: ☐ P ☒ IM ☐ IS ☐ IT ☒ IE

Activities done by: ☐ Group ☒ Individual

Activities performed: ☒ In Class ☐ At Home ☒ In community

Competencies:
4.1.2; 4.1.3; 4.1.4; 4.1.5; 4.1.6; 4.1.7; 4.1.8; 4.2.1; 4.2.2; 4.2.3; 4.4.1; 4.4.2

Materials and Supplies:
1 workbook for each student, newspaper help wanted ads, other job opening announcements.

Comments:
Workbook format makes the materials helpful for individualizing instruction. Highly practical.

OTHER MATERIAL REVIEWED

Books Reviewed:

These materials were not selected based on our criteria

Title: Skills
Publisher: Jist

Title: Only the Good Need Apply
Publisher: Jist

Title: How to Get a Job and Keep It
Author: Dorothy Goble
Publisher: Steck-Vaughn

Title: Speaking Up at Work
Author: Catherine Robinson and Jenise Rowekamp
Publisher: Oxford American English

Title: Keeping a Job
Author: Betty Herzog
Publisher: Cambridge

Title: Success at Work
Author: R. Lois Teal
Publisher: Steck-Vaughn

Title: Job Success: Looking Good
Publisher: MCE

Title: Job Attitudes: Assessment & Improvement
Publisher: MCE

Title: Filling Out Job Applications
Publisher: MCE

Title: Job Success: Your Personal Habits
Publisher: MCE

Title: Work World
Author: Stuart & Donna Paltrowitz
Publisher: Educational Activities, Inc.

Title: How to get a Job
Author: A. M. Jennett
Publisher: Scott, Foresmand & Co.

Title: Positive Attitudes I: Getting a Job
Author: JIST

Title: Jobs in Today's World
Publisher: MCE

Title: Job Success: Your Work Habits
Publisher: MCE

Title: Winning the Job
Author: Marvin Salth
Publisher: Educational Activities, Inc.

Title: Finding a Job
Author: Annie DeCaprio
Publisher: Steck-Vaughn

Title: Job Interviews
Author: Daniel Fishco, Joanne Dembinski
Publisher: Cambridge

Title: Values, Decisions, Success
Author: JIST
Publisher: JIST Works, Inc.

REVIEW TEAM

COMMENTS

REVIEW TEAM COMMENTS

The Career Development Curriculum has been reviewed by three very experienced adult Basic Education instructors. The guide questions and their answers and comments are included in full. However, there are a few key points that have emerged.

All noted the need for staff development activities necessary to help instructors become familiar with the concepts and material. Only a very motivated instructor would probably use the material the way it is intended without training. The project outlines what we feel is a good staff development program which we urge be brought to the attention of an Adult Education director for the benefit of the staff. The project team also wrote a proposal for funds to disseminate and train staff in the next year, but it was not selected for funding.

The reviewers note that the material should be on site or in a resource library at each program so that instructors can see and preview material. We recommend that each director begin an acquisition plan for their program.

There are some other comments that make this easier to use. Various cross-indexing is mentioned by all, for example, by CASAS objective. This would be a good small project for the state or local program to consider that might tailer it to specific needs.

Overall, though, the reviewers felt that if good training is given, this project is on target. We are very pleased at the generally positive nature of the comments, and thank the review team for the time they spent. However, we have been able to make a few of the changes recommended in this final draft

REVIEW TEAM

Rita Collins is an adjunct faculty member at Portland Community College, Southeast Center. She team teaches in a basic skills class for the beginning through fourth grade reader. She strongly believes that basic education is more than just phonics but should include life skills in a wide range of areas. Long a leader at PCC, Rita is also becoming a state wide figure through the Talent Bank.

Mary Craven is another experienced adult education instructor. Though she has worked at PCC, she is currently employed at Clackamas Community College in a special targeted program for young adults. She is very familiar with job related training and pre-employment programs which makes her especially appreciated for serving on the team.

Pat Krishnamurthy is also an adjunct faculty member at PCC, but at the Rock Creek Campus. Like Rita, she primarily focuses on the low level adult reader. She firmly recognizes that adults need a wide range of coping skills in addition to basic literacy. She contributes many creative ideas to what can happen in an adult education class.

QUESTIONS FOR EXTERNAL REVIEW

1. Was the team successful in identifying and reviewing available ABE materials in the Occupational Competencies (CASAS 4)? If not, what materials should be added to those reviewed?

2. Does the review format provide/elicit adequate information for ABE instructors to determine which materials to select or preview? If not, what needs to be added?

3. If you are familiar with the materials reviewed by the team, does your opinion of them vary significantly from that of the team? For example, have we rated something as a primary selection that would be better as a resource? Please explain in detail.

4. Is this publication going to be useful to ABE instructors? If not, why? If yes, why?

5. How do you think other ABE instructors will use this publication?

6. What needs to be added or deleted to make this a stronger and more useful tool for ABE instructors?

7. What should we do to get ABE instructors to use this publication?

QUESTIONS FOR EXTERNAL REVIEW

RESPONSES: Pat Krishnamurthy

1. My answer to this question is based on my very limited familiarity with materials in this area. My impression after reading over the reviews is that the team has selected a good variety of materials that cover most of the CASAS objectives. In tabulating the number of materials covering each objective, I noticed that a few objectives were not listed under any of the materials (4.1.0, 4.4.0) but perhaps this was just an oversight. In other cases, objectives listed under specific programs were not in the master list of CASAS objectives (4.4.3, 4.3.2, 4.3.3, 5.3.1) I felt the team did a good job of selecting materials with a variety of reading levels and presentation formats (workbook, videotape, software, etc.) A separate listing of materials by media type would be helpful, but not necessary.

The team might consider reviewing the Pacemaker Career Readers and accompanying software (each campus at PCC would have a copy). This program consists of 10 books with personal stories about people in entry level positions (cashier, truck driver, etc.) with tapes. After reading each book and listening to the tape, the student then reviews concepts, vocabulary, grammar, etc. with the software. This program is intended for ESL students but can be used with low level readers. It might make a good "optional" listing.

2. The review format was helpful for determining which materials to preview. However, I would like to have the materials themselves to look at before making any final decisions. In most cases, I think the teams comments and notes were clear and helpful. The only improvement I could suggest is providing the publishers address along with the review or at the end in a list.

3. I only had the opportunity to preview two of the materials listed: Job Survival Skills and Worker Rights Know-How. The first was given a B/C reading level, however I think it would be very adaptable for level A Readers in a small group or one-on-one tutorial session. This selection had some excellent activities-particularly the chapters on communication skills, decision making, stress and goal-setting. A few of the chapters such as the one on grooming were a little superficial, but an instructor could elaborate on these areas as needed. You may want to make mention of the fact that this could be used with level A readers with instructor or tutor assistance.

The second selection, Worker Rights Know-How would probable be too difficult for most level A readers because of some of the larger words and difficult concepts. Even with high level readers (4th-8th) there would need to be some teacher involvement to assist the student in understanding the format and concept.

4. I think the team has achieved their original purpose a described in the Methodology section. But as the team has already acknowledged the manual will have limited usefulness without adequate staff development. By itself, the manual will probable be perused and then put on the shelf because instructors don't have easy access to the materials or adequate

training in how to use them. The CDC flow chart is helpful in giving an overview of the curriculum, but instructors will need more specific information and practical suggestions for what to teach first, next and last and how to teach it. A highly motivated instructor would be able to adapt the curriculum to his or her needs, but many instructors will feel they don't have the time and background to add one more subject to their limited class time.

5. Instructors with initiative, time and an active interest in the subject, will probably work hard to gain access to the materials and incorporate them into their own curriculum. But many instructors will feel ill equipped to teach this without some training. Some ABE instructors feel their primary job is to teach reading and may need further convincing that this is a necessary part of the ABE curriculum. Some students, in fact, prefer to work in traditional reading books and may not feel "ready" to tackle this subject. It is difficult to convince them that they are actually building their basic skills while reading and learning about some real-life skills.

6. I have several suggestions for improving the usefulness of the manual: some broad, others perhaps a little picayune:

* As stated before staff development and training is essential both to convince instructors that this is a essential part of the ABE curriculum and to teach them how to use it.

* The materials must be readily accessible. Perhaps each test site should commit to purchasing a central supply of many or most of the materials that instructors have choices as appropriate to their needs. This selection could be done as part of the Inservice training. Investing the time and effort to be trained and then having to struggle to come up with funds to purchase materials would be extremely frustrating and defeating. In selecting sites to pilot the curriculum, them the team needs to be sure each ABE department is willing to provide the financial backing for the curriculum.

* With the growth of new materials for Adult Education, the team should periodically survey the field and add new materials to the manual. I don't know if this kind of periodic review is provided for under this type of grant, but it would certainly keep the curriculum current.

* Since each teaching situation is unique, you cannot really tell instructors how to incorporate this curriculum into their existing class structure. However, the inservice training should include an open discussion/brainstorming session so teachers can see what the possibilities are.

* Provide instructors with more information or skills for dealing with "barriers." Perhaps, in the staff development, identify what kinds of perceived barriers can be dealt with in class and which require outside referrals. Then have each site develop its own list of referrals.

Specific suggestions to make manual more "user-friendly"...
- tab major sections of the manual; flipping through the pages to find what you want is tedious
- under the categories of Vocational Identity, Carer Awareness, etc. list primary sources first followed by resources and optionals.
- Consider providing a separate listing of strictly teacher resources
- consider listing materials according to media type (workbook, software, multi-media kit, etc.)
- provide a matrix of CASAS objectives correlated with materials so teachers can look up the objectives they want to cover and find the appropriate materials quickly.
- check to make sure reviews are placed under appropriate headings, some seemed misplaced
- check CASAS objectives listed under individual materials. In a couple of instances, the objective didn't seem to match the description, in other cases, an objective that was listed in the review did not appear in the master list
- finally, check for typographical errors. I's be glad to show you my notes so you can see the ones I have found.

Mary Craven

1. Yes, I think so. I can't think of any to add, but I'll be back on campus this summer and will look then. (I think this will encourage us to network more.)

2. Prices would be very helpful so that, at a glance, one could see whether or not a program could afford to look into the materials. That would expedite use of them, too, because many don't have time to find a catalog, look up prices, etc. Also, listing #'s of total pages would help.

3. I'm really not familiar with them, except for Resumes Made Easy. I think it's the one that we feel is rather lacking in originality, but it's good for someone who doesn't have a resume and has never done one before. It's also quick.

4. Yes, it will. (I'll add suggestions under #6.) This is a handy critique of materials that I'd rather see before I buy or preview. If you say "don't buy", I probably won't. It will prevent much wasted time searching for materials.

5. If inservice is provided, we will all get to see the materials and decide how to incorporate them into our programs. If not, it will be helpful as a critique of materials; we won't have to "reinvent the wheel."

6. 1. Put definitions of levels A,B,C, at the bottom of each page for quick reference.
   2. Tell what index was used to determine the reading level. Somewhere I read something that led me to think the levels come from the publisher, but that information was so embedded in the material that I could have easily missed it. As I read, I wondered if it was Fry, Fog, or what and, if the indexes aren't uniform, whether they could be compared with each other. A chart might help if that's a problem; it could show how the different indexes compare with each other, grade wise.
   3. How and when do you lump levels together? What does it mean when, say, A/B is shown as a reading level? Does that mean that the material is on level A, level B, level A that's of interest to B, or that you couldn't decide? Maybe I missed something somewhere at the beginning.
   4. Section according to use:
      * Primary,
      * Resource,
      * Optional - listed in sequence, not jumbled

5. Reformat some of the Notes sections so they're easier to read. Some are written in paragraph form when it seems they would be more easily understood if they were explained amd then:
    * indented, and
    * perhaps numbered 1,2,3 and then:

7. Talk it up and send out newsletters or include information in an existing one that goes directly to a home address. Then push it through directors and mailings to the schools as well. Inservice will be crucial. It would also generate more materials that instructors come across or develop themselves.

Rita Collins

CDC External Review Questions

1. The team was successful in identifying and reviewing available ABE materials in the Occupational Competencies. I am trying to track down some additional materials that we used in Level A ABE which has been borrowed from PPS. The packet was designed for teaching job skills to Special Ed. students and was useful for low-level adults. If you expand the materials reviewed, I would like to see more Level A. Applications and time cards are easy for any instructor to come by for free (I don't need to buy them). Worksheets that are written at a level students can use independently would be a greater asset.

2. The format is good. It provides a lot of information in a manner which is easily understood. Would it be possible to have where the materials could be borrowed? Perhaps a check if you institution has the materials on hand so instructors would know where to get the books.

3. I was not familiar with any of the materials reviewed by the team. Working with Level A students, we have relied on materials borrowed from PPS or generated our own this year as we taught job search skills in the class.

4. I am not sure how this publication will be useful for all instructors. Having reviews of materials is a good place to start buy where are the actual materials? I don't have time to look through reviews and then order (even if the funds were available). At this point, I borrow materials from other instructors, from PPS Staff Resource Center, or generate my own. Do you think an ABE department would order these materials to have available? Knowing what is out there is a far step from having it in my classroom. I am not clear how this aspect of your publication works with the typical ABE instructor.

5. For myself, I would note materials that seemed appropriate for the skills I was teaching and then search/borrow them. But I think this goes back to the question above: how can I come by these materials? I think many instructors use what is in their classroom. A publication that tells what is on the market isn't that useful unless the instructor has someway to get hold of the materials.

6. (I should have read ahead!) OK. Some method of saying where materials are. Maybe a line or space that the department head or staff could fill in saying if the materials were available within their system. An index by levels. I don't want to read through everything to find stuff I can use with my level of student. I would recommend a very thorough index as another way to save instructors time.

7. Many of my answers don't have extra hours to hunt down materials. If something needs to be rewritten or revised to fit my students, I'd rather just write my own to start. I don't know what it would take to get instructors to use this publication. It's a resource but what we need is something that can be used more immediately within the context of the class. How often is the average instructor involved with previewing and ordering new materials? Why read reviews of stuff you will probably never get a chance to use?

   Can each site get a set of the books reviewed out of your grant money??? Just joking. I see this as the major hinderance to the publication, but one I know you will be able to overcome.

FINDINGS

Recommendations

FINDINGS

In reviewing materials for this project, we have several findings to make:

1. There are virtually no materials addressing the important area of barriers.

2. Publishers are not rating reading materials in a uniform manner. CASAS levels A,B, and C are too broad.

3. There is a general lack of adult materials at the lowest reading levels.

4. Materials needs to be updated with current topics. Some material seems to come right out of the 1950's.

5. Text format is often a problem. Text is too dense, graphics are poor, type size is difficult to read.

6. Assessment material is often not targeted to individual student needs.

7. "Real" life situations or case studies presented in texts often do not take into account adult life experiences.

8. Material is presented in a mostly passive manner. Students are not asked to take advantage of the community as a resource.

9. Generally, there is not much material targeted to specific populations such as corrections, re-entry workers and welfare recipients.

10. There is a lack of guidance material to assist instructors in the integration of career education into a total curriculum.

RECOMMENDATIONS

The project and review teams strongly recommend that Adult Basic Education programs should fund more staff development activities working with materials and their integration into the curriculum. This is a significant barrier in implementing any change in A.B.E.

More material needs to be developed to address the area of barriers. These internal and external factors often have more to do with student success than any others, yet there is a decided lack of good productrs in this area. Materials should be targeted to specific populations such as corrections, dislocated workers, New jobs clients, and others with special needs.

Though no doubt a difficult task, publishers should adopt a uniform reading level rating system. CASAS should make more effort to correlate their levels with publisher levels and to be more precise in their ratings. A,B, and C are too broad to be very useful.

Material should reflect current topics and situations appropriate for adults. Text should be user friendly with good graphics and illustrations, as well as larger type size and a more open format. They should also encourage more student interaction with community resources.

In line with objectives of most programs and concerns of most teachers, material developers and publishers need to be more concerned with student outcomes than simply with classroom activities. A student may learn in the classroom that they should not be late, but still continue that behavior in the real world. Curriculum that encourage out of class activities should be a key part of a career development program.

As mentioned in the beginning, instructors will need guidance in using unfamiliar material and integrating it into their classrooms. Many instructors are part time and in isolated locations and have little access to staff development or professional assistance. To help teachers perceive themselves as more than "reading/phonics" instructors, but also as preparing students in life skills will take a great deal of staff development.

LIST OF PUBLICATIONS

List of Publications

The following represents a list of the material from the PRIMARY, RESOURCE, and OPTIONAL sections of this curriculum. The publishers is listed first, with the name of the text, the author, if given, and the level.

EDUCATIONAL DESIGNS, INC.

* Life Skills: Me and Jobs	Hooker & Hooker	A/B
* Job Survival Skills	Brewner	B/C
* Job Search Education: Program Guide	Kimmeldorf	B/C
* Vocabulary for the World of Work 1: Basic Job Words	Mosenfelder	B/C

CAMBRIDGE

* Job Success Know-How	Metzger	A/B
* Worker Rights Know-How	Metzger	A/B
* Job-Hunter Know-How	N/A	B/C
* On the Job: Reading in Real-life Competencies	Mikalecky & Drew	B/C
* Follett Coping Skills: Finding Work	McVey, et al	

JANUS PUBLICATIONS, INC.

* Time Cards and Paychecks	Rhad	A/B
* Job Interview Kit	Jew & Tong	A/B
* Job Planner - A Guide to Career Planning	Jew & Tong	A/B/C
* Don't Get Fired: 13 Ways to Hold Your Job	Anema	B
* Job Application File, Fourth Edition	Kahn, et al	A/B/C
* Job Application Language: A Survival Vocabulary	Richy	A

OREGON OCCUPATIONAL INFORMATION COMMITTEE

* Oregon Careers, 1988 N/A C

* Directory of Occupational and Educational Information Sources for Counselors, Planners, Students, Clients 1987

EDUCATIONAL ACTIVITIES, INC.

* Vocational Video Library, Work a Day America: Interesting Careers of Interesting People
N/A B/C

DAVID S. LAKE

* Job Application Herasuna, et al A

CALIFORNIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

* Career Decision Making (LMI) N/A N/A

SCOTT FORESMAN CO.

* How to Get a Job Jennett B/C

* Getting and Keeping a Job Simonsen B/C

* English that Works 1 and 2: Pre-Vocational ESL for Adults
Lyn, et al A/B

JIST - AMERICAN GUIDANCE SYSTEM

* Career Decision-Making Harrington & O'Shea C

* The First Step Gaither A/B

* How to Get the Job You Really Want (video)
N/A N/A

* The Seven Phases of a Job Review (video)
N/A N/A

* Hidden Jobs (Come Alive Series) (video)
N/A N/A

* Job Search Training Curriculum Gaither & Lister, editors B/C

* Getting the Job You Really Want
Farr B/C

MEDIA MATERIALS, INC.

* Equal Employment Opportunity Munford B

MCE

* Resumes Made Easy	N/A	A/B
* First Days on the Job (computer)	N/A	A/B
* Successful Job Interviewing (computer)	N/A	B
* Emerging Occupational Interest Inventory (computer)	N/A	B

LAKESHORE LIFESKILLS: LAKESHORE CO.

* Skills for Living Unit 3: On the Job (The Amazing Adventures of Harvey Crumbaker	Klasky	B/C

NATIONAL TEXTBOOK COMPANY

* What You Need to Know About Getting a Job and Filling Out Forms	Starkey & Penn	B/C

STECK -VAUGHN

* How to Get a Job and Keep It	Goble	B

Educational Design, Inc.
47 W. 13th Street
New York, NY 10011

Cambridge Book Co.
888 Seventh Avenue
New York, NY 10106

Janus Publications, Inc.
2501 Industrial Parkway W.
Hayward, CA 94545

Oregon Occupational Information Committee
875 Union St. NE
Salem, OR 97311

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

David S. Lake
500 Harbor Blvd.
Belmont, CA 94002

California Occupational Information Coordinating Committee
800 Capitol Mall, MIC-67
Sacramento, CA 95814

Scott, Foresman & Co.
1900 E. Lake Avenue
Glenview, IL 60025

JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431

Media Materials, Inc.
2936 Remington Avenue
Baltimore, MD 21211

MCE
57 S. Kalamazoo Mall
Kalamazoo, MI 99007

Lakeshore Lifeskills: Lakeshore Co.
2695 E. Dominquez St.
P.O. Box 6261
Carson, CA 90749

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, Il 60646

Steck -Vaughn
P.O. Box 2028
Austin, Tx 78768

STAFF DEVELOPMENT PROPOSAL

ABE Career Development Curriculum Unit: A Plan for Dissemination

Background Information

Our team of four educators has been working this year on a special project for *Career Development for Undereducated Adults in ABE* under the auspices of a state 310 Grant. One outcome of that grant is our recommendation of a staff development model which would get the curriculum into the hands of classroom teachers, rather than merely occupy shelf space in the Office of Community Colleges. It is our belief and commitment that, in order to disseminate our project, the state will need to fund a pilot project of a staff development model that can be used to get this (and similar projects in the future) out to teachers working with the students who can benefit from them.

Understanding that the state currently is moving toward a competency based approach to Adult Basic Education, the Career Development program we are developing is being built on the Comprehensive Adult Student Assessment System's (CASAS) list of Occupational Knowledge competencies. However, ours is not only a means for assessment, but the beginning of a real curriculum that can move competency based career education into the classroom and be of use to teachers. But, like any new curriculum, teachers need to be trained and supported in using a new or different approach.

In Oregon, the Job Training Partnership Act (JTPA), New Jobs, etc. are increasingly stressing the need for education to be linked in meaningful ways to employment. Legislative bodies, college boards, and the taxpayer are beginning to ask that Adult Basic Education show how aspects of its curriculum are related to the world of work. New Jobs will need job skills and orientation to get those least educated and most in need into the job market, upgrade their work, or ensure that they will be retained over time. As we move into the year 2000, our students must be employment ready.

However, the current situation is not providing sufficiently improved capacity for better employment to most students in Adult Basic Education. Instead, classrooms are largely focused on teaching reading or computational skills in isolation from the life skills of the real world, including those noted in the CASAS matrix and in other good Adult Basic Education Curricula. The majority of teachers are part time and unable to develop the curriculum that most recognize their students need. Furthermore, few community college Adult Basic Education programs provide much of the staff development needed by their part time instructors.

Staff development is critical to making this career development material useful, in any practical way, to those Adult Basic Education teachers for whom it was created. Simply making the material available will not suffice.

This project, through use of the competency based Career Development materials clearly designed for Level I Adult Basic Education students, also address workplace literacy issues which are so vital at this time. As the proposed effort seeks to bring the current 310 Career Development project to fruition, it clearly and directly meets the priorities for this year's 353 grant proposals.

Goal and Objectives

GOAL:

TO IMPLEMENT AND TEST A DISSEMINATION MODEL FOR TRAINING ADULT BASIC EDUCATION TEACHERS IN THE USE OF THE *CAREER DEVELOPMENT FOR UNDEREDUCATED ADULTS* CURRICULUM.

Objectives:

1 To train resource educators in the use of the *Career Development for Undereducated Adults* curriculum and materials at six sites in Oregon. (Two large, two medium, and two small community colleges, and possibly, New Jobs program sites affiliated with these colleges)

2. To hold training sessions for Adult Basic Education teachers from the selected sites using the resource educators (Objective 1) as associate trainers.

3 To provide support, as indicated, to the resource educators throughout the project.

4. To use a CASAS/BASAS test or an appropriate sub-test of Occupational Knowledge as a pre- and post-test to assess progress and needs.

Activities:

1. Project team to work with state Staff Development Officer to assemble pre- and post -assessment instruments for Occupational Knowledge using the CASAS/BASAS format. (Summer 1989)

2. Project staff and Staff Development Officer select the six project sites. Site managers select appropriate resource educators for training, one per site. (Summer 1989)

3. Conduct training session for site resource educators in use of Career Development materials, and in processes for assisting on-site staff. (October 1989)

4. Project team and site resource educators conduct training sessions for faculty from selected programs. To ensure easy access and to lower costs, two sessions will be conducted at regional sites. (November through January 1989-90)

5. Project team monitors pre-assessment data, use of Career Development material, and post-test information as indicated from data collected by participating teachers. (January through April 1990)

6. Project team gathers data on post-assessment, on use of the Career Development materials, and on the training model. (May through June 1990)

7. Final report sent to the State Office of Community Colleges. (June 1990)

Target Population

This project clearly targets teachers of Adult Basic Education Level I students (CASAS/BASAS levels A and B) through the use of the material in *Career Development for Undereducated Adults*. Faculty from six sites will be trained as site resource educators and approximately 65-75 additional teachers from the six sites will be trained in use of the Career Development materials.

Coordination and Cooperation

There will several types and levels of coordination in this project:

1. The project team will consist of two community college instructors and two outside consultants who worked on the *Career Development for Undereducated Adults* project, and who are all experienced in adult education and staff development activities.

2. The project must work closely with the State Adult Basic Education Director and the State Staff Development Officer in order to ensure adequate input on site selection, training assistance, and the use of competency based testing.

3. The team will be working with the six resource educators from the community colleges selected, and will continue to communicate with and support project participants.

4. The team will continue to seek input from the CASAS project.

Personnel and Facilities

The personnel comprising the training team are the same as comprised the *Career Development for Undereducated Adults* curriculum development team. They have many years of experience in Adult Basic Education and in the area of staff development. Two are employees of Portland Community College: Mike St. John and Jan Weihmann. Both have been very active in the field and each is familiar with the concepts important in developing good staff development programs. The two consultants also have a great deal of expertise in adult education and staff development; their resumes are attached.

The resource educators from each site will be selected by the Adult Basic Education director at the respective sites. We anticipate no shortage of interested and well qualified adult educators to work on this project.

The project facilities include:

- Project management facilities located at and contributed by Portland Community College
- Training for the participating ABE faculty will utilize the facilities of the colleges selected for involvement
- Other conference facilities as suggested by the State Staff Development Officer

Product

Though not necessarily a tangible product, one of the most important outcomes will be a core team of future resource educators and a proven model of staff and curriculum development. Other major results that are directly measurable include:

1. A database on pre- and post-assessment regarding Occupational Knowledge in Adult Basic Education programs. This information could be invaluable in establishing the need for career development, and in establishing what instruction can achieve in this area.

2. An improved Career Development curriculum for use in Adult Basic Education programs. The real life, extensive use of the materials developed in this year's 310 Grant can be of great benefit in improving the curriculum.

3. Each resource educator will write a staff development proposal to their own college to continue and expand their roles in future staff development activities.

Dissemination

Clearly, the six selected sites will gain use of the staff development model, the *Career Development for Undereducated Adults* curriculum, and a staff development proposal for their college. However, the products can and will be shared with all the community colleges in the state. We feel that this will prove of great value as they move ahead in competency based education, BASAS, and helping their students with career development issues.

Transferability

It is our belief that any community college or volunteer adult education program can use the improved career development program, and that the staff development process, similarly, can be adapted to any program.

Evaluation and Accountability

There will be two types of accountability built into the project, with a third type implied:

1. The site resource educators will evaluate the training and support they receive, based on appropriate evaluation instruments suggested by the state Staff Development Officer.

2. The training sessions for instructors at the college sites will be similarly evaluated.

Also, the teachers will be reviewing/evaluating the *Career Development for Undereducated Adults* curriculum.